Santa Fe Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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Santa Fe Elementary School

2023-24 School Contact Information

School Name	Santa Fe Elementary School
Street	286 East Orange Ave.
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-6614
Principal	Olga Ortiz
Email Address	oortiz@portervilleschools.org
School Website	http://santafe.portervilleschools.org/
County-District-School (CDS) Code	54-75523-0102574

2023-24 District Contact Information

District Name	Porterville Unified School District
Phone Number	(559) 793-2400
Superintendent	Nate Nelson, Ed.D.
Email Address	nlnelson@portervilleschools.org
District Website	portervilleschools.org

2023-24 School Description and Mission Statement

Principal's Message

At Santa Fe Elementary our mission is to provide an array of opportunities and experiences that will produce confident and successful scholars. You will discover that our entire staff is committed to providing a safe and nurturing environment that challenges our scholars to do their best to thrive academically, socially and emotionally. Furthermore, our Dual Language Program is a rigorous academic program, which offers students the exciting opportunity of becoming bilingual and bi-literate in both English and Spanish. Students in the program are provided with a high quality standards based curriculum that fosters a deeper understanding of concepts based on students mastering concepts/skills in two languages. In addition, students are equipped with the 21st century skills (Critical Thinking, Creativity, Collaboration, Communication) needed to be college and career ready. Finally, we promote and cultivate having a Growth Mindset that allows our abilities to be developed and enhanced through effort, perseverance, and a diligent work-ethic.

I welcome and look forward to working with all of you this year, as we make our students' education our highest priority!

Thank you.

Go Patriots!

School Mission Statement

The mission of Santa Fe Elementary is to provide students a dynamic, engaging, and effective educational experience that prepares them with the skills to be productive citizens in a global society.

Community & School Profile

At Santa Fe we have a school culture where the "whole-child" is valued, nurtured, and fostered for the thirst of learning and well-being with the support of staff, parents, and the community. Our school culture is focused on continuous improvement and

2023-24 School Description and Mission Statement

aims to prepare students with the necessary skills and tools to be college and career ready.

Santa Fe Elementary is located in Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves over 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site.

In 2004, Santa Fe Elementary was the first school in the Porterville Unified School District to offer a Dual Language program. The curriculum is focused on a 50/50 Two Way Dual Immersion Model, where participating students receive 50% of instruction in English and 50% of instruction in Spanish. The goal of this program is to ensure that each participating student is bilingual and bi-literate in both languages. Our Dual Language Program is currently available in grades kindergarten through fifth grade on a traditional calendar schedule. The curriculum is based on improving reading and writing skills, with emphasis on the dual language pillars of cross-cultural competence, bilingual and biliteracy, and academic achievement.

During the 2023-2024 school year, 820 students were enrolled at the school. Student demographics are displayed in the chart.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	169
Grade 1	147
Grade 2	141
Grade 3	132
Grade 4	123
Grade 5	110
Total Enrollment	822

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9%
Male	49.1%
American Indian or Alaska Native	0.1%
Asian	0.5%
Hispanic or Latino	97.3%
Two or More Races	0.5%
White	1.3%
English Learners	50%
Foster Youth	0.5%
Homeless	1%
Migrant	13%
Socioeconomically Disadvantaged	82.8%
Students with Disabilities	4.3%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.00	88.89	498.10	80.41	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.78	27.90	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	8.33	33.10	5.34	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	42.40	6.85	12115.80	4.41
Unknown	0.00	0.00	17.80	2.88	18854.30	6.86
Total Teaching Positions	36.00	100.00	619.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.70	86.34	523.00	79.83	234405.20	84.00
Intern Credential Holders Properly Assigned	1.10	2.87	28.20	4.32	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	10.24	31.60	4.83	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.31	43.50	6.64	11953.10	4.28
Unknown	0.00	0.23	28.70	4.38	15831.90	5.67
Total Teaching Positions	39.00	100.00	655.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	3.00	4.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	4.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 24, 2023 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected regarding textbooks in use during the 2022-2023 school year.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	McGraw-Hill "Wonders" & "Maravillas" Adopted 2016	Yes	0.0%
Mathematics	McGraw-Hill "My Math" and "Mis Matematicas" Adopted 2015	Yes	0.0%
Science	McGraw Hill, Inspire Science/Adopted 2022	Yes	0.0%
History-Social Science	McGraw Hill, CA IMPACT/Adopted 2022	Yes	0.0%

School Facility Conditions and Planned Improvements

Santa Fe School first opened its doors in August 2004, with construction completed in the earlier summer months. The campus is currently comprised of 34 classrooms, a library, a multipurpose room, three playgrounds, and the main office building. A brand new wing, containing five classrooms, was constructed and opened in February 2008. The chart displays the results of the most recent school facilities inspection conducted by the district.

Cleaning Process
The school provides a safe and clean environment for students, staff, and parents. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair
A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's "repairs" had been resolved.

Year and month of the most recent FIT report	December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Wall damage: Rm 301, 303, 304, 306, 401, 402, 404, 405, 407, 601, 603, 501, 502, 509, library, 202 Carpet damage: Rm 301, 401, 402, 602, 604, 502, 506, 508, library Ceiling tile: Rm 301, 302, 303, 305, 307, 308, 401, 402, 404, 605, 501, 502, 503, 508, 509, library, 201 Coat rack hook: Rm 302, 303, 307, 404, 604 Cabinet damage: Rm 306, 308, 408, 602, 501 Lights: Rm 402, 403, 407, 601, 604, 503, 207 Light switch: Rm 405 Door damage: Rm 501
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Sink damage: Rm 305, girls RR 400 Water pressure: Rm 504 Water faucet: Boys RR 300 Valve: Boys RR 400 Stall damage: Boys & girls RR 400 Soap dispensary: Boys RR 400 Stall leak: Girls RR 400 Lights: Girls RR 400 Dryer: Girls RR 500 Wall damage: Girls RR 500
Safety: Fire Safety, Hazardous Materials	X			Fire extinguisher: Rm 301, 303, 304, 305, 306, 307, 401, 402, 403, 406, 407, 408, 601, 508, library, 203, 205
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	50	40	40	47	46
Mathematics (grades 3-8 and 11)	55	58	23	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	358	353	98.60	1.40	49.86
Female	181	180	99.45	0.55	51.11
Male	177	173	97.74	2.26	48.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	348	343	98.56	1.44	49.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	143	140	97.90	2.10	30.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	303	98.38	1.62	48.51
Students Receiving Migrant Education Services	50	47	94.00	6.00	48.94
Students with Disabilities	20	20	100.00	0.00	20.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	358	356	99.44	0.56	57.58
Female	181	180	99.45	0.55	54.44
Male	177	176	99.44	0.56	60.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	348	346	99.43	0.57	56.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	143	143	100.00	0.00	41.96
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	306	99.35	0.65	55.88
Students Receiving Migrant Education Services	50	50	100.00	0.00	46.00
Students with Disabilities	20	20	100.00	0.00	20.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.98	27.10	17.02	20.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	108	107	99.07	0.93	27.10
Female	62	62	100.00	0.00	22.58
Male	46	45	97.83	2.17	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	106	105	99.06	0.94	27.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	35	35	100.00	0.00	5.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	97	96	98.97	1.03	25.00
Students Receiving Migrant Education Services	15	15	100.00	0.00	13.33
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs in the Porterville Unified School District. The mission is to empower families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. Parents can participate and be elected to be on the School Site Council Committee (SSC). The SSC plays an important role with the responsibilities of reviewing and analyzing student achievement data, gathering community input, helping develop the Single Plan for Student Achievement, developing the school budget, and monitoring the implementation of the plan and budget. Additionally, parents are also invited to participate in Santa Fe School's English Learner Advisory Committee (ELAC). The role of ELAC is to advise the Principal and School Site Council on programs and services for English Learners. Santa Fe Elementary also provides quarterly parent meetings to update parents on current events and initiatives taking place throughout the school year. Finally, Parent Institute for Quality Education (PIQE) classes for parents are also offered annually.

Santa Fe has an array of rich traditions for parents to be involved in. Some of the events include a Día de Los Muertos celebration, Annual Winter Program, Multicultural Fair, Donuts with Dads, Muffins with Moms, and a Father-Daughter/Mother-Son dance. In addition, Santa Fe takes pride in students' efforts, diligent work, and accomplishments resulting in consistent recognition throughout the year with award assemblies, Patriot of the Month luncheons, and reading and math incentives throughout the year in where parents are invited to attend. Finally, parents are encouraged to chaperone field trips and volunteer in the classroom throughout the year.

Contact Information
For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary (559)782-6614. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	839	826	71	8.6
Female	424	420	45	10.7
Male	415	406	26	6.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	812	804	67	8.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	4	1	25.0
White	15	11	2	18.2
English Learners	418	416	27	6.5
Foster Youth	5	5	1	20.0
Homeless	14	11	3	27.3
Socioeconomically Disadvantaged	703	692	64	9.2
Students Receiving Migrant Education Services	108	108	10	9.3
Students with Disabilities	47	45	2	4.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.19	2.05	2.26	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.09	0.16	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Santa Fe Elementary School. Teachers, yard supervisors, support staff and administrators supervise students on campus before and after school, and during all break times. Furthermore, there are designated areas for student drop-off and pick-up. All visitors must sign in at the office and receive proper authorization to be on campus. Visitors are mandated to display their visitor badge at all times. All staff is required to wear identification badges and yard supervisors wear highly visible safety vests.

The Comprehensive School Site Safety Plan is continually updated and revised as needed by the site safety committee and was recently reviewed and approved on December 6, 2023 by the School Site Council and English Language Advisory Committee. In addition the Comprehensive School Site Safety was also made available for review and feedback to the Porterville Police Department, Fire Department and the school community. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are held on a monthly basis; fire, earthquake, and lockout/lockdown drills are practiced on a rotating basis.

Additionally for the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. All fingerprinting appointments must be made through our school site secretary. Anyone entering campus is also required to sign in at the front office desk using the Raptor system. The Raptor system scans government ID cards, such as a driver's license, and creates a customized visitor sticker badge that visitors wear while on campus.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		7	
1	27		6	
2	22		6	
3	23	1	4	
4	22	2	3	
5	22	2	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	7	
1	24		6	
2	24		6	
3	21	1	5	
4	19	4	2	
5	21	4	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	13	0
1	25	0	12	0
2	24	0	12	0
3	22	0	12	0
4	33	0	12	3
5	24	10	4	3
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	822

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,078.54	$2,408.82	$5,669.73	$83,346.82
District	N/A	N/A	$2,879.86	$89,413
Percent Difference - School Site and District	N/A	N/A	65.3	-7.0
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-29.2	-8.4

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:
- Title I - Basic Grant
- Title II - Teacher Quality & Technology
- Title III - Limited English Proficiency

Title IV - Student Support & Academic Enrichment
- Title VI - Indian, Native Hawaiian, and Alaska Native Education

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,982	$55,550
Mid-Range Teacher Salary	$89,089	$84,645
Highest Teacher Salary	$115,047	$111,284
Average Principal Salary (Elementary)	$178,841	$139,860
Average Principal Salary (Middle)	$184,969	$146,440
Average Principal Salary (High)	$193,509	$158,447
Superintendent Salary	$269,198	$278,268
Percent of Budget for Teacher Salaries	26.53%	32.21%
Percent of Budget for Administrative Salaries	3.51%	4.89%

Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation

Professional Development

criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:
- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Teacher professional development, quality instruction, Professional Learning Communities, targeted small group instruction, and supplemental technology programs have positively contributed to an increase of student academic achievement. Teachers are provided with professional development opportunities that are evidence based to improve instruction and student academic learning. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, assessment and dual language practices. In addition, teacher collaboration takes place during common prep and early release Wednesdays. Instructional decisions are made based on data analysis that takes during PLCs throughout the year.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5